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AUTHOR Szapocznik, Jose: And Others
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ABSTRACT

As part of an effort to investigate the cultural characteristics of Cuban Americans and to develop culturally appropriate mental health treatment models for this population, a study of Cuban/Anglo American adolescent value differences was conducted. To study cultural variables, a Value Orientations Scale was developed based on the work of Kluckhohn and Strodtbeck. Four factorially derived subscales were obtained. When Cuban immigrant and Anglo American adolescents were compared, the Cubans tended to prefer lineality, subjugation to nature, present time, and not to endorse idealized humanistic values. The Americans tended to prefer individuality, mastery over nature, future time, and to endorse idealized humanistic values. The implication of the findings is that a psychosocial treatment model that would be sensitive to the cultural characteristics of Cuban immigrants must validate this population's preference for a lineal style of relationships. (Author/GC)

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Cuban Value Structure: Treatment Implications

José Szapocznik, Mercedes Arca Scopetta, Maria de los Angeles Arnalde

Department of Psychiatry

University of Miami

William Kurtines

Department of Psychology

Florida International University

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Request for reprints should be sent to José Szapocznik, Ph.D., Director of Research, Spanish Family Guidance Clinic, Department of Psychiatry, University of Miami School of Medicine, 2121 S.W. 27th Avenue, Miami, Florida 33145.

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Abstract

It is assumed that in order for psychosocial treatment to be acceptable and effective with a client population, it must be sensitive to the cultural characteristics of that population. The paradigm of planning therapy according to the cultural characteristics of a population is illustrated for Cuban immigrant adolescents. To investigate cultural variables, a Value Orientations Scale was developed based on the work of Kluckhohn and Strodtbeck (1961). Four factorially derived subscales were obtained. When Cuban immigrant and Anglo American adolescents were compared along the Value Orientations Scale, the Cubans tended to prefer lineality, subjugation to nature, present time, and not to endorse idealized humanistic values, whereas the Americans tended to prefer individuality, mastery over nature, future time, and to endorse idealized humanistic values. The implications of these value differences for the delivery of mental health treatment are discussed.

CUBAN VALUE STRUCTURE: TREATMENT IMPLICATIONS[1]

Cross cultural conditions have seldom been investigated as variables of individual differences related to the appropriateness of different mental health treatment models. Recently, however, cultural variables have been considered as constituting relevant personal and situational characteristics which require specific culturally sensitive treatment approaches (Szapocznik & Scopetta, 1977; Weidman, 1975).

In general, the issue of matching clients and treatment techniques in order to enhance the likelihood of obtaining desired outcomes has received extensive discussion and widespread endorsement in psychotherapy and in drug abuse treatment research. Paul (1969), for example, has argued that psychotherapy outcome research should be directed toward ascertaining which treatment by whom is most effective for a person with specific characteristics and problems in a particular set of circumstances. This paradigm for treatment outcome research has received strong support from Bergin (1971), Jaffe (1970), Kiesler (1966, 1969, 1971), Sloane, Staples, Cristol, Yorkston & Whipple (1976), and Strupp and Bergin (1969), among others.

During the past 18 years almost 700,000 Cubans have migrated to the United States. Approximately 500,000 have settled in the Greater Miami area, comprising about 90% of the local Latin population. Establishing mental health and drug abuse treatment services for the Cuban community have presented serious problems for the providers of these services because the Cubans did not seek treatment from the established Anglo-American oriented programs (cf. Ladner, Page & Lee, 1975; Szapocznik & Scopetta, 1977).

These patterns of health care utilization are consistent with those observed in other Latin groups who, in general, underutilize Anglo-American oriented mental health services (Karno, 1966; Kline, 1969; Padilla & Ruiz, 1974). Concomitant with the immigrant status of the Cubans, high levels of behavioral disorders were expected to occur as had been found with other immigrant groups (Al-Issa, 1970; Berry & Annis, 1974; Fried, 1959; Gordon, 1964; Madsden, 1964; and Mezey, 1960). It was urgent, therefore, to develop therapeutic models feasible for attracting and maintaining these Cubans in treatment.

The Problem

The present study is based on the assumption that, in order to develop therapeutic models that will effectively attract and maintain clients in therapy, their cultural background must be understood. Specifically, it is postulated that cultural variables constitute an important set of client characteristics which need to be taken into consideration for developing valid statements about the relationship between adolescent Cuban clients in treatment and the appropriateness of treatment models (cf. Kiesler, 1971). It is further hypothesized that an understanding of the cultural differences between Cuban immigrant and Anglo-American adolescents provides a conceptual framework for those aspects of a psychosocial therapeutic model which enhances the appropriateness (and thus the effectiveness) of treatment for a Cuban immigrant adolescent population, vis-a-vis an Anglo-American population. As part of a programmatic research effort to investigate the cultural characteristics of Cubans as well as developing and investigating the treatment of behavioral disorders in this population, a study of Cuban/Anglo-American adolescent value differences was conducted. The implications of these value differences for the appropriateness of psychosocial treatment models are discussed.

Theory

Clinical experience in the treatment program and a survey of the literature on cross-cultural comparisons of value orientations suggested that the theory of value orientations developed by Kluckhohn and Strodtbeck (1961) would provide a useful framework for contrasting cultural differences between Cuban immigrants and Anglo-Americans. They postulate that in order to compare profiles between two cultures, it is necessary to delineate common human problems and to investigate the corresponding range of variations or ways of responding to these problems in the two different cultures. They describe five human problems common, in general, to all cultures. The solutions provided by each culture to these problems is indicative of world view or basic value orientations within that culture. From Kluckhohn and Strodtbeck (1961), the following definitions of the five basic areas of human problems and the range of possible solutions to these problems were derived:

1. Human nature orientation pertains to a society's perception of innate human qualitites in terms of good and evil:
   a. Good: the human being is perceived as being basically good but perfectible;
   b. Evil: the human being is perceived as being basically evil but perfectible;
   c. Neutral: the human being is perceived as neither good nor evil and subject to influence.
2. Person-nature orientation refers to the perceived relationship of a people to natural and environmental phenomena:
   a. Subjugation to nature: the person is helpless and at the mercy of nature's forces (worldly or other worldly);
   b. Mastery over nature: the person is seen as capable of controlling nature, mainly through technology;
   c. Harmony with nature: person and nature are one, working together in harmony.

3. Activity orientation refers to the nature of the behaviors through which a person is judged or judges himself:
   a. Doing: the person is judged by what he achieves, and emphasizes success oriented activities usually including externally measurable activities;
   b. Being: this variation emphasizes activities which are an expression of existing desires (spontaneous expression). Activity is perceived existentially;
   c. Being in becoming: the emphasis in this variation is on meditation about one's self which leads to understanding and self-development.
4. Time orientation refers to the meaning or emphasis placed on a particular time period:
   a. Past: the traditions of the past ought to be maintained or recaptured;
   b. Present: emphasizes present time and problems;
   c. Future: emphasizes a consideration of the future in solving present problems.
5. Relational orientation refers to the nature of a person's relation to other people:
   a. Lineal: the way people relate to each other is determined by their relative positions within a hierarchy.
   b. Collateral: people's relation to each other is determined by a horizontal network. In this network all men are at the same level and relate to each other as "equals" having a place in the network;
   c. Individualistic: man relates to others autonomously, not by hierarchical nor lateral networks.

Hypotheses

From anthropological and clinical impressions obtained through the treatment program the following hypotheses were formulated:

Hypothesis 1. Human nature orientation does not differ significantly between

Cuban immigrants and Anglo-Americans.

Hypothesis 2. Person-nature orientation differs significantly between Cuban immigrants and Anglo-Americans, with the former endorsing subjugation to nature and the latter, mastery over nature.

Hypothesis 3. Activity orientation differs significantly between Cuban immigrants and Anglo-Americans, with the former endorsing being and the latter endorsing doing as a preferred activity orientation.

Hypothesis 4. Time orientation differs significantly between Cuban immigrants and Anglo-Americans, with the former endorsing present and the latter endorsing future as a preferred time orientation.

Hypothesis 5. Relational orientation differs significantly between Cuban immigrants and Anglo-Americans with the former endorsing lineality and the latter endorsing individualism as a preferred relationship style.

METHOD

Subjects

There were two samples in this study: Sample 1 was used in the development of the value orientations scales; Sample 2 served primarily to test the value differences between Cuban immigrant and Anglo-American adolescents. The 533 participants in the study were obtained from various educational institutions, such as high schools, junior colleges, universities, and continuing education centers; from social agencies, such as senior citizens activity centers; and from other frequently used facilities, such as Cuban medical clinics. All facilities were

located in the Greater Miami area.

Sample 1 consisted of 325 persons, including 120 (37%) males and 205 (63%) females. In terms of ethnic background, Sample 1 contained 220 (67.7%) Cuban immigrants, 65 (20.0%) Anglo-Americans, 12 (3.7%) non-Cuban Latins, and 28 (8.6%) Black Americans. The average age of Sample 1 was 25.1 years, with a standard deviation of 12.1 and a range from 15 to 77 years.

Sample 2 was comprised of 208 persons, 81 (39%) males and 127 (61%) females, of whom 56 (27%) were Cuban immigrants and 152 (73%) Anglo-Americans. Since the majority of the clients in the treatment program referred to as "identified patients" and labeled as "in need of treatment" by their families are adolescents, Sample 2 was chosen to be representative of this sector of the population in treatment with respect to age. The average age of Sample 2 was 16.4 years, with a standard deviation of 1.4 and a range from 14 to 22 years.

The Development of the Value Orientations Scale

Item Construction

The first step in the development of the Value Orientations Scale consisted of preparing an initial set of items reflecting the nature of the five human problems defined by Kluckhohn and Strodtbeck (1961) but in a context relevant to the target population. Each of the problem situations was followed by three statements presenting three possible alternative solutions. The final set of 22 problem situations[2] consisted of nine relational, four human-nature, four person-nature, three time, and two activity items. Two parallel forms were prepared. The first form was in Spanish. The second form was devised by translating the original set of items into English. The technique of back translation was used to insure the equivalence of the items (Brislin, 1970).

For each problem situation, the person was required to choose the solu-

tion considered best and the solution considered worst. The scores for the keyed responses were as follows: a response of best for an item was given a score of 3, a response of worst for an item was given a score of 1. If an item was not endorsed as either best or worst, it was assigned a score of 2. A response for each item can thus range from 1 to 3. Each alternative response was scored as a separate variable. Thus, three alternative responses in each of 22 problem situations produced 66 variables with a score of 1, 2 or 3 for each variable.

Scale Construction

Rather than assuming that items should be combined as predicted by Kluckhohn and Strodtbeck's (1961) theory of value orientations, the items were submitted to an empirical test. Following item construction, the scales were administered to Sample 1. The item responses of Sample 1 were factor analyzed, using an alpha solution and an oblique rotation (Harris-Kaiser, Type I)[3]. Four interpretable factors emerged from the analyses, accounting for 14.52% of the total variance, with Factors 1, 2, 3, and 4 accounting for 5.31%, 3.50%, 3.21%, and 2.50% of the total variance, respectively. The factors, although obtained by oblique rotations, proved to be nearly independent of each other. Thus, for all practical purposes, the factor structure obtained can be said to be orthogonal. Table 1 presents the intercorrelations among the factors.

Table 1 Here

The following scale descriptions flow from the item loadings of each factor:

Factor 1 is clearly a "relational factor", consistent with Kluckhohn and

Strodtbeck's (1961) relational dimension. Table 2 shows the items loading

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Table 2 Here

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greater than .30. A high score discloses an individualistic value orientation in which the locus of responsibility for a person's behavior rests with the individual; "relationships are based on individual autonomy; reciprocal roles are based on recognition of the independence of interrelating members (Papajohn and Spiegel, 1971, p. 260)." A low score reflects a belief in lineality in which the locus of accountability is defined by the social structure; "relationships on a vertical dimension are hierarchically ordered; reciprocal roles are based on a dominance-submission mode of interrelationship (Papajohn and Spiegel, 1971, p. 260)."

Factor 2 is mixed, including primarily relational items in addition to person-nature, activity and human nature items. Table 3 presents the items

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Table 3 Here

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loading above .30. A high score is an endorsement of idealized humanistic values, including a belief in collaterality, egalitarian social systems, and a growth-oriented life style in search of harmony, peace and spiritual development. A low score indicates low endorsement of these idealized humanistic values and greater personal concern.

Factor 3 is also a mixed variable on the perceived relationship between person and nature and their time orientation. Table 4 has the items loading

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Table 4 Here

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higher than .30. A high score represents an engaging approach to life, emphasis on planning for change at points in time extending away from present into future, and a belief in the ability to overcome the natural forces and harness them for human benefit. A low score reveals a fatalistic acceptance of life's circumstances and a belief that little can be done to counteract the forces of nature to which human beings are subjugated. Temporal focus is on the present, while the future is seen as being unpredictable.

Factor 4 is definitely related to the perception of human qualities and impulses. This is consistent with Kluckhohn and Strodtbeck's (1961) human nature dimension. Table 5 discloses those items loading more than .30. A

Table 5 Here

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high score reflects a perception of human beings as basically selfish, malicious and evil. A low score indicates a perception of human beings as basically good although corruptible.

Reliability and Validity

Internal consistency or Alpha coefficients were calculated for Sample 1 for each factor. Factors 1,2,3 and 4 yielded Alpha coefficients of .89, .84, .76, and .72, respectively. These coefficients are within the acceptable standards for scales that have achieved internal consistency, thus insuring their satisfactory

levels of reliability.

Factorial validity was obtained for the Value Orientations Scale (VO Scale) by ascertaining its internal statistical structure through factor analytic techniques. The factorial composition produced four orthogonal value orientations subscales with high internal consistencies, thus providing high factorial validity.

RESULTS

The Value Comparisons

In order to compare the value orientations of Cuban immigrants and Anglo-Americans, the VO Scale was administered to the persons in Sample 2. Their item responses were scored as described above in the item construction section. A monotone scaling model for unspecified distribution forms, also known as a linear model, was adopted to develop the VO Scale (cf. Nunnally, 1967). In other words, scores were obtained for each of the four factorially derived subscales of the VO Scale by algebraically summing the item scores of all of the items that loaded on each factor. Items loading positively on the factors were added and items loading negatively were subtracted. Estimates of the internal consistency of the subscales were calculated for Sample 2. The Alpha coefficients for subscales (Factors) 1, 2, 3, and 4 were .76, .58, .51, and .46, respectively.

The VO Scale

The scores obtained by Cuban immigrants and Anglo-Americans on the four factorially derived value orientation subscales were compared for Samples 1 and 2; *t* statistics were computed and the significance of the obtained differences determined, using two tailed tests of significance. Table 6 presents the means,

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Table 6 Here

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standard deviations, and t ratios for the differences between the subscale scores. The subscale scores presented in Table 6 were transformed into standard scores, with a mean of 50 and a standard deviation of 10. Since Sample 1 was used to develop the VO scales, the results obtained with Sample 2 were used to test the hypotheses. An examination of Table 6 indicates that in Sample 2, the groups differ significantly for three of the four value orientation subscales:

As predicted in Hypothesis 1, there were no significant ($t = -1.32$, $df = 206$), differences between Cuban immigrants and Anglo-Americans along the human nature dimension, Factor 4.

The single largest difference ($t = 2.92$, $df = 206$, $p < .01$) was obtained for the person-nature and time value orientations subscale, Factor 3. As predicted in Hypotheses 2 and 4, Anglo-Americans tended to value mastery over nature and preferred to plan for the future, whereas Cubans tended to endorse a subjugation to nature orientation and a present time orientation.

It was not possible to test Hypothesis 3 directly with respect to the differences in activity orientations between Cuban immigrants and Anglo-Americans since none of the factors included a sufficient number of activity items. Moreover, the small number of these items loading on the factors resulted from an artifact in the development of the original value orientations questionnaire which included only two human problems purporting to tap activity value orientations.

As expected from Hypothesis 5, Cuban immigrants and Anglo-Americans differed significantly ($t = 2.13$, $df = 206$, $p < .05$) along the relational subscale, Factor 1: Anglo-Americans tended to value individuality over lineality in interpersonal relations, whereas the converse was true for Cubans.

A significant (t= 2.27, df= 206, $p < .05$) and unexpected difference emerged for the idealized humanistic value subscale, Factor 2: Anglo-Americans tended to endorse idealized humanistic values, whereas Cubans tended not to endorse these idealized humanistic values.

The scores obtained by Cuban immigrants and Anglo-Americans on the four factorially derived value orientation subscales were also compared for Sample 1. An examination of Table 6 shows that in Sample 1, the groups differ significantly for two of the four value orientation subscales.

As with Sample 2, Cuban immigrants and Anglo-Americans in Sample 1: (1) did not differ significantly (t= -1.15, df= 274) along the human nature dimension (Factor 4) as predicted in Hypothesis 1; (2) differed significantly (t= 2.22, df= 274, $p < .05$) in the person-nature and time (Factor 3) value orientations subscale scores in the direction predicted by Hypotheses 2 and 4; and (3) differed significantly (t= 6.55, df= 2.74, $p < .001$) along the relational subscale in the direction predicted by Hypothesis 5. Contrary to the findings obtained with Sample 2 Cuban immigrant and Anglo-Americans in Sample 1 did not differ significantly (t= -1.60, df= 274) along the idealized humanistic value subscale.

The Activity Items

In order to test Hypothesis 3, the response scores obtained by Sample 2 Cuban immigrants and Anglo-Americans on each item solution to the two activity problem situations were compared. The sample used in these comparisons included Sample 2, plus 120 additional high school students of Cuban or Anglo-American background. t statistics were computed, and the significance of the obtained differences were determined, using a two tailed test of significance. The results indicate that Cuban immigrants endorsed significantly more frequently than Anglo-Americans both items reflecting a "doing" orientation (t= 5.55, df= 326, $p < .0005$; t= 2.41, df= 326, $p < .02$), whereas Anglo-Americans endorsed

significantly more frequently than Cuban immigrants both items reflecting a "being" orientation (t= 3.11, df= 326, $p < .002$; t= 1.98, df= 326, $p < .05$). There were no differences between Cuban immigrants and Anglo-Americans in their endorsement of the two items indicative of a being-in-becoming orientation (t= 0.80, df= 326; t= 0.21, df= 326). These findings are contrary to the prediction in Hypothesis 3.

The item solutions to the two activity problem situations provided by Sample 1 Cuban immigrants and Anglo-Americans were also compared using t statistics and two tailed tests of significance. Again as with Sample 2, Sample 1 Cuban immigrants endorsed significantly more frequently than Anglo-Americans both items reflecting a "doing" orientation (t= 2.02, df= 274, $p < .05$; t= 2.02, df= 274, $p < .05$); Anglo-Americans tended to endorse more frequently than Cuban immigrants both items reflecting a "being orientation" (t= 1.85, df= 274, $p < .07$; t= 1.79, df= 2.74, $p < .08$); and, there were no significant differences between the groups in their endorsement of "being-in-becoming" items (t= .17, df= 274; t= .01, df=274).

The Factor Structure of Sample 2

In order to ascertain the generalizability of the VO Scale to Sample 2 the item responses of Sample 2 were also factor analyzed, using an alpha solution and an oblique rotation (Harris-Kaiser, Type I). Three of the four factorially derived value orientation subscales obtained from Sample 1 were discernible in the factors that emerged from Sample 2.

Factor 1, comprising the relational subscale, proved to be the strongest factor in both Samples 1 and 2, accounting in each case for the largest proportion of the total factor variance. Of the 17 items loading on the relational subscale, 14 items (82%) also loaded on the first factor of Sample 2.

Factor 2, comprising the idealized humanistic value subscale, emerged as the second strongest factor in both Samples 1 and 2. Of the 13 items loading

on the idealized humanistic values subscale, seven items (54%) also loaded on the same factor for Sample 2. An apparent difference between these factors was observed, however. For Sample 1, the factor that emerged was essentially unipolar, measuring low to high idealized humanistic values. The factor that emerged from Sample 2 was clearly bipolar, ranging from idealized humanistic values on the one hand to a "life is a jungle" value orientation on the other, with an emphasis on the evil qualities of people and the need for self-protection as a survival measure.

Factor 3 of Sample 1, comprising the mastery over nature/future time vs. subjugation to nature/present time value orientations subscale, emerged also as a factor in Sample 2. Six of the nine items (67%) of this subscale loaded on a factor of Sample 2. In this instance, the factor that emerged for Sample 2 was clearly a mastery over nature/future time vs. subjugation to nature/present time factor.

It was not possible to identify a factor for Sample 2 which appeared comparable to the human nature value orientation subscale measured by Factor 4 of Sample 1.

DISCUSSION

The VO scale was developed using Sample 1, and the hypotheses were tested using Sample 2. However, in order to ascertain the stability of the results across both samples, each sample was factor analyzed separately, and the value comparisons between Cuban immigrants and Anglo-Americans were also conducted separately for each sample. The first two factors emerged strongly in the factor structure of both samples; the third factor to emerge from Sample 1, replicated partially in Sample 2; and the fourth and weakest factor that emerged from Sample 1 was not identifiable in the factor structure of Sample 2. These differences

in factor structure are not surprising since the factors with the highest eigenvalues replicated better across samples, and the factor with the lowest eigenvalue failed to replicate across samples.

With one exception, the differences in value orientations between Cuban immigrants and Anglo-Americans held for both samples. The only exception occurred along the idealized humanistic value dimension. Whereas Sample 2 Anglo-Americans were significantly higher than Sample 2 Cuban immigrants on this value, the same two groups in Sample 1 did not differ significantly along this dimension. Since Sample 2 subjects were younger (M_{age} =16.4) than Sample 1 subjects (M_{age} = 25.1), it is suggested that the relative shift on idealized humanistic values between the groups in the two samples may have resulted from the differences in age between the samples.

It is interesting to note that Cuban immigrants and Anglo-Americans may diverge on many culturally related variables other than nationality. For example, these groups may vary on religious affiliation, child rearing customs, family structure, and psychological variables such as need for approval, locus of control, and field dependence. The present study did not attempt to control for these variables. To have singled out anyone, or a combination of these variables for analyses would have been artificial since in fact, these variables and many others, contribute to the differences in basic values orientations observed between the two cultural groups examined.

The differences between the two cultural groups may have been caused, however, by variables that are not necessarily culture related. For example, Casavantes (1970) argues that Mexican-Americans value present time only as a function of their lower socioeconomic status and not as a cultural value. Since socioeconomic status data was available for the subjects of Sample 2, the Cuban immigrants and Anglo-Americans of Sample 2 were compared along this variable,

and they were found not to differ significantly. Hence, the findings of the present study do not appear to have been caused by socioeconomic differences as Casavantes (1970) would suggest.

Clinical Implications

The differences in basic value orientations between Cuban immigrant and Anglo-American adolescents may have implications for the delivery of mental health services to these populations. If these value orientations are indeed as basic as Kluckhohn and Strodtbeck (1961) postulated, then they must also have implications for personality and psychosocial development, a notion derived from the work of Papajohn and Spiegel (1971), Ramirez and Castaneda (1974), Scopetta, King and Szapocznik (1975), and Witkin and Berry (1975), among others.

As suggested earlier, clients with specific psychosocial characteristics require treatment approaches matched to their idiosyncratic styles. Following this premise, it would seem that in order to achieve desired psychotherapeutic outcomes with clinical Cuban populations, it is necessary to identify treatment models which are specifically matched to the culturally determined characteristics arising from the value structure of this population. Therefore, the Cuban adolescents' preference for lineality, subjugation to nature, present time, and doing orientations as well as their low endorsement of idealized humanistic values must be taken into consideration when designing a psychosocial service delivery system for them. Many traditional Anglo-American treatment services, especially in the area of drug abuse, are based on a model of a growth-oriented, self-actualizing individual who is ready to take control over his own destiny. In contrast, clinical experience at the Spanish Family Guidance Clinic[4] suggests that the provider of psychosocial treatment services to the Cuban immigrant must

be ready to take charge of the therapist-client relationship, to validate hierarchical structures in the client's life context, and to intervene on behalf of the client within the client's life context to restore ecological order.

The most important feature of a psychosocial treatment model which is sensitive to the cultural characteristics of the Cuban immigrants is to validate their preference for a lineal style of relationships. This relationship style may receive the support of the therapist in various phases of the treatment. First, the therapist must relate to the client hierarchically, recognizing that the therapist's role is perceived by the client as a position of authority. With this recognition, the therapist assumes responsibility and further takes charge of the therapist-client relationship. Second, the therapist validates the young Cuban client's preference for lineality by enlisting in the treatment process the naturally occurring hierarchical systems in the young client's life context. Clearly, the most significant naturally occurring hierarchical system is the family. Other authority figures such as teachers, school counsellors, and even probation officers may also be important and may need to be included in the therapeutic plan. Many instances of dysfunction in young clients are also accompanied by the breakdown of the lineal structural relational patterns within the family. This is frequently manifested in the young person's open rejection of the parents' executive role in the family. Interestingly enough, even in these instances, clinical experience suggests that desired therapeutic outcomes are reached most expediently by restoring the lineal-hierarchical relational structure in the family. Once the family's natural lineal mileu is restored, and the parents' role as the family's executive system is reaffirmed, then the family is taught the skills necessary to negotiate the youngster's differentiation (transition from lineality to individuality) from the family. The lineal family structure is supported so that within this basic culturally sanctioned framework

the process of negotiating the youngster's differentation from the family must take place.

In preparing a psychosocial treatment plan for a Cuban immigrant client, the therapist should also consider the Cuban's sensitivity to environmental social pressures. The high levels of need for approval of Cubans (Tholen, 1974) and field dependence of Latins (Ramirez & Castaneda, 1974) in general, have been documented. Because of the strong influence of environmental social pressures on the Cuban client's well-being, it becomes particularly important that the etiology of psychosocial dysfunctions be conceptualized within an ecological framework (Auerswald, 1971), since ecological theory as described by Szapocznik and Scopetta (in press) takes into consideration the effects of the interaction between client and psychosocial systems on the client's functioning. Further, as the present study indicates, Cuban clients tend to perceive themselves as unable to control or modify their environmental circumstances (see also Santisteban, 1975). For this reason, when environmental pressures or tensions seem to be a source of client dysfunciton, as is frequently the case (Scopetta, et al., 1975), it is necessary that therapeutic interventions restructure the interactions of the client with his/her environment when these are sources of client functional impairment (Aponte, 1974).

The treatment of the Cuban client must also be present time oriented. The Cuban client is usually mobilized for treatment by the onset of a crisis (Scopetta, et al., 1975) and expects the therapist to provide immediate problem-oriented solutions to the crisis situations. In general, the therapist must develop a treatment model which capitalizes on crises to promote personal growth and the reorganization of interpersonal relations. Further, in order to utilize maximally this characteristic of the Cuban population, the culturally sensitive therapist is not only cognizant of how to use crises to promote growth, but also knows how to create them for the same purpose.

It will be recalled that young Anglo-Americans are more likely than Cubans to endorse idealized humanistic values (Factor 2). Since these findings were unexpected, their clinical implications are as yet not clear. Nevertheless, these findings suggest that young Cuban immigrants are less likely than their Anglo-American counterparts to value relationships based on goals of the laterally-extended group, and thus to be mobilized in treatment by peer pressure groups. The findings also suggest that young Cuban immigrants are less likely than their Anglo-American counterparts to be motivated in treatment by a search for personal and spiritual growth. In fact, clinical experience suggests that the Cubans are motivated in treatment by concrete and obtainable objectives. Consistent with his interpretation, young Cuban immigrants were found to endorse a "doing" activity orientation shereas their Anglo-American counterparts preferred a "being" activity orientation.

With recognition of the culturally determined characteristics of the Cuban population, the Spanish Family Guidance Clinic in the Department of Psychiatry of the University of Miami School of Medicine explored a variety of treatment approaches. Among these, one treatment model seemed particularly appropriate, Ecological Structural Family Therapy, first proposed by Aponte (1974) who based his treatment model on Auerswald's (1971) concepts of ecological therapy and Minuchin's (1974) structural family therapy. The approach of these therapists seems to be particularly appropriate for the treatment of Puerto Ricans (e.g. Minuchin, Montalvo, Guerney, Rosman, & Schumer, 1967).

Ecological Structural Family Therapy as adopted at the Spanish Family Guidance Clinic is based on therapeutic assumptions that are matched to the value characteristics of the population of Cuban adolescents. Within this

approach, the therapist relates hierarchically to the client, and works to restore the hierarchical structure in the client's family. The therapist considers the ecological factors impinging on the client, and actively intervenes to remediate detrimental ecological relationships based on the notion that the client lacks the orientation to do so unassisted. The therapist is present oriented, intervening to manipulate existing dysfunctional interactional patterns (e.g. Minuchin, 1974) within the family, and between the family and its environment. And, finally, consistent with a "doing" activity orientation, the client is motivated for treatment through the use of concrete and obtainable objectives.

Further studies are under way to test the effectiveness of Ecological Structural Family Therapy in the treatment of psychosocial dysfunctions, including drug and alcohol abuse, with a population of Cuban immigrants.

The procedure outlined in this article may have broad implications for the development of culturally specific psychosocial treatment models. It is suggested that this procedure may be applicable to the development of culture specific treatment for other cultural groups. In fact, the Value Orientations Scale may be used to ascertain basic cultural characteristics in client populations or for specific clients in treatment. Based on the findings obtained with the Value Orientations Scale, it is then possible to identify treatment features that "match" the individual client or clients population's basic value orientations.

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FOOTNOTES

[1]This work was supported by NIDA Grant #5 H81 DA 01 696-02.

[2]Copies of the original Spanish and English versions of the Value Orientations Questionnaire are available from the Senior Author.

[3]A factor analysis was also conducted for Sample 1 excluding the Black-American sample. The factor structure obtained for this analysis was nearly identical to the factor structure obtained for the full sample. Therefore, the factor analysis for the entire sample was used for this study.

[4]Spanish Family Guidance Clinic, Department of Psychiatry, University of Miami School of Medicine, 2121 S.W. 27th Avenue, Miami, Florida.

TABLE 1

Correlation Matrix of Four Factors

Factor	1	2	3	4
1				
2	.086			
3	.131	.160		
4	.047	-.102	-.012	

TABLE 2

FACTOR 1: Relational Value Orientation Subscale: Lineality vs. Individuality

Value Dimension	Preferred Variation	Loading	Item
Relational	Individuality	+.66	The family should consider that the use of drugs is a personal issue, and that each individual should lead an independent life without the interference of others.
Relational	Individuality	+.59	If a mother found out that their daughter was having sexual relations with a boyfriend, the mother should consider that the daughter has a right to act freely without her parent's interference.
Relational	Mastery	+.57	Women should try to achieve their own goals, without allowing their husbands or traditional ideas to limit them.
Person Nature	Mastery	+.57	Human beings are entitled to control their lives and abortion is one method of doing this.
Relational	Individuality	+.54	In reaching decisions in a family, each member of the family should make his own decision without consulting other members of the family.
Relational	Individuality	+.52	The use of drugs is a personal issue, everyone is responsible for his/her own behavior and for no one else's.
Relational	Individuality	+.41	Each member of the family should make their own decisions about jobs without consulting with the family.
Relational	Individuality	+.40	If a family found out that a daughter was having sexual relations with her boyfriend, the daughter should feel that she has a right to

FACTOR 1: Relational Value Orientation Subscale: Lineality vs. Individuality

Value Dimension	Preferred Variation	Loading	Item
			live as she pleases without having to account for her behavior to anyone.
Relational	Individuality	+.39	When a boss asks an employee to do a job, the employee should do the job in his own way since the most important thing is to get the job done.
Relational	Lineality	-.34	If a family found out that a daughter was having sexual relations with her boyfriend, she should feel guilty for having acted against the principles that her parents have taught her.
Relational	Lineality	-.44	Human beings should submit to natural occurring phenomena, such as pregnancy, rather than interfering with nature by means of an abortion.
Person-Nature	Harmony	-.44	One has to live in harmony with nature. Natural methods should be used to prevent pregnancy so that the harmony between man and nature is not altered as it is with abortion.
Relational	Lineality	-.47	In reaching family decisions, the father should make decisions for the whole family.
Relational	Lineality	-.52	If a mother found out that her daughter was having sexual relations with a boyfriend, she should forbid her to continue that relationship since it is against the principles her husband and herself have taught her.

FACTOR 1: Relational Value Orientation Subscale: Lineality vs. Individuality

Value Dimension	Preferred Variation	Loading	Item
Relational	Lineality	-.54	In deciding about an out of town job offer, a young person should consult with his parents and accept it only if they approve.
Relational	Lineality	-.56	If a family found out that one of its youngsters was using drugs, the youngster should feel ashamed for having gone against his parent's teachings.
Relational	Lineality	-.62	When drug use is discovered in a family member, the head of the family should take charge of the situation. If this does not resolve the problem then it is best for the drug user to go to a doctor or psychiatrist.

TABLE 3

FACTOR 2: Idealized Humanistic Value Orientation Subscale: High vs. Low

Value Dimension	Preferred Variation	Loading	Item
Person-Nature	Harmony	+.51	One has to live in harmony with nature. Natural methods should be used to prevent pregnancy so that the harmony between man and nature is not altered as it is with abortion.
Relational	Collaterality	+.50	In reaching decisions in a family, each member of the family should give his/her opinion and among all reach an agreement.
Relational	Collaterality	+.49	When a boss asks an employee to do a job, the employee should give his opinion to the boss about how the job should be done and together they should find the best way of doing it.
Relational	Collaterality	+.47	When drug use is discovered in a family member, the members of the family should discuss the reason for the use of drugs and in this way together arrive at a solution.
Relational	Collaterality	+.42	If a mother found out that her daughter was having sexual relations with her boyfriend, she should speak to the daughter as if she were a friend. Together, they should try discussing it to see if it is a mature and responsible relationship and together reach an agreement as to what is best for the daughter.
Human-Nature	Neutral	+.40	Committing a crime does not necessarily mean that someone is bad. Everyone has positive as well as negative qualities.

Table (Contd.)

FACTOR 2: Idealized Humanistic Value Orientation Subscale: High vs. Low

Value Dimension	Preferred Variation	Loading	Item
Relational	Collaterality	+.33	In deciding about an out of town job offer, a young person should consult with his friends, brothers, and sisters before coming to a decision
Activity	Being in Becoming	+.33	The ideal world for me would be one which would offer me peace of mind and tranquility, to get to know myself, my potentials, and to have the opportunity to actualize them.
Person-Nature	Harmony	+.31	Human beings have to work in harmony with nature. If it's the dry season and natural conditions are unfavorable to gardening, the individual must then find another natural way to water the plants.
Activity	Being in Becoming	+.31	I would prefer to dedicate my free time to study myself and to find ways of developing myself as a person.
Activity	Doing	-.32	In my free time, I study so that I can be among the best students, or I practice sports so that I can be among the best athletes. I like when my achievements lead me to success.
Relational	Individuality	-.32	If a family found out that one of its members was using drugs, the family should consider that the use of drugs is a personal issue, and that each individual should lead an independent life without the interference of others.
Person-Nature	Mastery	-.36	Human beings are entitled to control their lives and abortion is one method of doing this.

TABLE 4

FACTOR 3: Person-Nature and Time Value Orientations Subscale:

Mastery over Nature/Future Time vs. Subjugation to Nature/Present Time

Value Dimension	Preferred Variation	Loading	Item
Person-Nature	Mastery	+.60	In the case of draught, human beings don't have to depend on natural forces. With or without rain one should look for a technological mean to keep his plants from dying.
Person Nature	Mastery	+.57	One should do everything one can to lengthen human life. Physicians and other prefessionals have discovered ways to do it through new medicines and technological means. We should make use of these resources to live longer.
Time	Future	+.49	Some people believe that the future is almost always better. But one must plan for the future and work hard so that the future will be better.
Time	Future	+.41	If a mother is very sick and she will need extensive care in her late years, it is better to prepare her for the future so that she will have medical attention and other needs secured whenever she may need them.
Person-Nature	Mastery	+.37	Some people believe that God does not control the lives of human beings. Each individual is responsible for controlling his own life. If things are not going well for someone, it is because that person does not know how to confront the circumstances.

FACTOR 3: Person-Nature and Time Value Orientations Subscale:

Mastery over Nature/Future Time vs. Subjugation to Nature/Present Time

Value Dimension	Preferred Variation	Loading	Item
Time	Present	-.36	Some people believe that it is better to concentrate on the present and on what is going on today. The past is past and the future is too uncertain to be given much thought.
Person-Nature	Subjugation	-.45	In the case of draught, human beings cannot fight against the forces of nature. The draught invariably causes the death of the plants. Therefore, one has to wait for the rainy season in order for the plants to grow again.
Person-Nature	Subjugation	-.46	Every human being has a predetermined date to die. When this moment comes, nothing can be done to lengthen one's life.
Time	Present	-.50	It is better to have things as they are. The future is uncertain and one must take things as they come.

TABLE 5

FACTOR 4: Human Nature Value Orientation Subscale: Evil vs. Good

Value Dimension	Preferred Variation	Factor Loading	Item
Human-Nature	Evil	+.71	People have basically selfish impulses. Laws are necessary to control individuals as well as society because if people were left to do as they pleased, they would destroy each other.
Human-Nature	Evil	+.47	Human beings have selfish impulses which should be controlled. If parents did not exert control over their children there would be tremendous conflict between them.
Human-Nature	Evil	+.44	All people are born with malicious and selfish impulses; however, their environment determines to a great extent if they will remain this way forever, or if they will change for the better.
Human-Nature	Good	-.31	People are naturally good. Most people involved in crimes are victims of circumstances.
Human-Nature	Good	-.34	People are born good. However, environment can either keep them good or corrupt them.
Human-Nature	Good	-.55	People are basically good. Laws are only necessary to help people channel their good impulses.

TABLE 6

Value Comparisons: Means, Standard Deviations, and t Ratios for the Value Orientation Subscales[a]

SAMPLE 1

FACTOR SCALES	CUBANS (N=211)		AMERICANS (N=65)		
	M	SD	M	SD	t
Factor 1	46.54	9.68	57.78	12.74	6.55***
Factor 2	52.67	10.92	50.30	10.25	-1.60
Factor 3	51.82	11.47	54.97	9.48	2.22*
Factor 4	47.06	9.94	45.44	9.95	-1.15

SAMPLE 2

FACTOR SCALES	CUBANS (N=56)		AMERICANS (N-152)		
	M	SD	M	SD	t
Factor 1	47.5	10.1	50.9	9.7	2.13*
Factor 2	47.5	9.5	50.9	9.9	2.27*
Factor 3	46.7	9.9	51.3	9.9	2.92**
Factor 4	51.4	9.0	49.5	10.1	-1.32ns

[a]Standard scores are presented with a mean of 50 and a standard deviation of 10.

* $p < .05$
** $p < .01$
*** $p < .001$